



**NEW ENGLAND
COMMON ASSESSMENT PROGRAM**

Test Administrator Manual

GRADE 3

October 2006

NECAP SERVICE CENTER: 1-877-632-7774

Important Contact Information

General Information

If you have any questions regarding the New England Common Assessment Program (NECAP) or procedures for administering the NECAP tests, contact the **Measured Progress Service Center at 1-877-632-7774**. The Service Center is open Monday through Friday between the hours of 8:00 A.M.–4:00 P.M.

If you need additional NECAP test materials, see the test coordinator for your school.

Information about NECAP Policy

If you have any comments or suggestions regarding the New England Common Assessment Program (NECAP), contact:

New Hampshire Department of Education: Tim Kurtz, Director of Assessment, 603-271-3846, 101 Pleasant Street, Concord, NH 03301-3860, www.ed.state.nh.us

Rhode Island Department of Elementary and Secondary Education: Mary Ann Snider, Director of Assessment and Accountability, 401-222-8492, 255 Westminster Street, Providence, RI 02903, www.ride.ri.gov

Vermont Department of Education: Michael Hock, Director of Assessment, 802-828-3115, 120 State Street, Montpelier, VT 05620-2501, www.state.vt.us/educ/

Important Dates

Test administration must be completed during this period:

New Hampshire and Vermont	October 2-24, 2006
Rhode Island.....	October 3-24, 2006

Test materials in all states must be ready at 8:00 A.M. for pick up by UPS..... October 25, 2006

TEST SECURITY

All test items and responses to those items in the New England Common Assessment Program are secure and may not be copied or duplicated in any way or retained in the school after testing is completed.

Checklist for Test Administrators

Before Testing:

- ☐ Read the *Test Administrator Manual* in its entirety.
- ☐ Assist the test coordinator with notifying students and parents about the testing program.
- ☐ Meet with the test coordinator to review the testing schedule, arrange for students who require accommodations, and review procedures in the *Test Administrator Manual*.
- ☐ Inventory test materials received from the test coordinator.
- ☐ Punch out the Mathematics Tool Kit pieces and insert them into the white envelopes provided.
- ☐ Ensure that your test coordinator has placed Student ID Labels or written in the student name, school name, and district name on the space provided on the front cover of the Student Answer Booklets.
- ☐ Secure additional materials needed for testing (#2 pencils, scratch paper, calculators, etc.)

During Testing:

- ☐ Maintain test security.
- ☐ Post a “Testing–Please Do Not Disturb” sign on your classroom door.
- ☐ Be sure that all students have comfortable and adequate workspaces.
- ☐ Be available to answer questions as necessary.
- ☐ Monitor students’ handling of test materials to keep the materials in good condition.
- ☐ Ensure accommodations are provided to students as appropriate.
- ☐ Administer makeup testing for students who miss all or part of the test.
- ☐ Notify your test coordinator of any testing irregularity.

After Testing:

- ☐ Verify that Student Answer Booklets are correctly marked and in good condition.
- ☐ For all students, complete the applicable student information on page 2 of the Student Answer Booklet. (See page 21 and Appendices 1 and 2 for details.)
- ☐ Confirm that no paper has been taped, pasted, stapled, or otherwise attached to the Student Answer Booklets.
- ☐ Remove all scratch paper from the Student Answer Booklets.
- ☐ Attach an explanatory note to each Student Answer Booklet that needs special handling and place this material on the top of your stack of test materials.
- ☐ Ensure that any computer-generated, large-print, and Braille responses have been transcribed into a regular Student Answer Booklet.
- ☐ Complete the *Test Administrator Questionnaire* using the answer sheet provided. Return the answer sheet to your test coordinator.
- ☐ Assemble the Student Answer Booklets and all other test materials and return all of the materials to your test coordinator.

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The New England Common Assessment Program

Background

The New England Common Assessment Program (NECAP) is the result of collaboration among New Hampshire, Rhode Island, and Vermont to build a set of assessments for grades 3 through 8 to meet the requirements of the No Child Left Behind Act (NCLBA). The states decided to work together for three important reasons:

- Working together brings together a team of assessment and content specialists with experience and expertise greater than any individual state.
- Working together provides the capacity necessary for the three states to develop quality, customized assessments consistent with the overall goal of improving education.
- Working together allows the sharing of costs in the development of a customized assessment program of a quality that would not be feasible for any individual state.

Structure and Format of the Test

NECAP is a comprehensive set of tests that cover a broad range of learning expectations in reading and mathematics administered at grades 3, 4, 5, 6, 7, and 8 and writing at grades 5 and 8. A complete description of the learning expectations can be found in the *New England Common Assessment Program Grade-Level Expectations* (NECAP GLEs) developed and adopted collaboratively by the departments of education in New Hampshire, Rhode Island, and Vermont. The NECAP GLEs are posted on the individual state department of education websites.

NECAP tests include the following types of items:

- multiple-choice items, which require students to select the correct answer from four possible responses;
- short-answer items, which require students to provide a solution to a problem;
- constructed-response items, which require students to write a brief (up to a half page) response or show the solution to a problem;
- writing prompts, which require students to demonstrate their ability to communicate in writing through an extended response. These prompts are both stand alone and text based.

Test Administrator's Responsibilities

Test administrators are vital to the success of the New England Common Assessment Program (NECAP). For this reason, the instructions given in this manual must be followed closely by each test administrator.

Test administrator's activities include the following:

- reading the *Test Administrator Manual* in its entirety;
- meeting with the test coordinator to review the testing schedule, to discuss arrangements for students who require accommodations, and to review testing procedures in the *Test Administrator Manual*;
- accounting for all assessment materials given to you;
- ensuring that, prior to testing, the Mathematics Tool Kit pieces have been punched out and placed in the white envelopes provided;
- checking that Student ID Labels have been affixed in the space provided on the front cover of the Student Answer Booklets;
- for students without Student ID Labels, checking that the student name, school name, and district name is written on the lines provided on the front cover Student Answer Booklets;
- ensuring a standardized test environment;
- maintaining the security of your test materials between test sessions;
- ensuring that students use only the test materials assigned to them;
- testing the group of students assigned to you according to the instructions in the *Test Administrator Manual*;
- providing accommodations as determined by the student's educational team;
- ensuring that a Student Answer Booklet has been completed for every student assigned to you;
- confirming that no additional pages have been inserted, taped, stapled, pasted, or otherwise attached to the Student Answer Booklets; and
- ensuring that all assessment materials are returned to your test coordinator when testing is completed.

Test Security (Before, During, and After Testing)

Test items are secure and must not be released, copied, or duplicated in the school before or during testing or retained in the school in any way after testing is completed. To protect the security of the test, all test administrators must carefully follow the instructions in this manual for administering the test and handling materials. Keep the test booklets secure at all times. Any loss of test materials should be reported immediately to the test coordinator.

Using secure test material to prepare students in any way for this test administration is a violation of test security and testing procedure.

Breaches in Test Security

Any concern about breaches in test security or noncompliance with test administration procedures must be reported **immediately** to the test coordinator and/or principal. The test coordinator and/or principal is responsible for **immediately** reporting the concern to the district superintendent and state director of assessment at the department of education. (See page *i* of this manual for contact information.)

Before Testing

Preparation for Test Administration

Manuals

The *Test Administrator Manual* outlines all of the steps to be followed before, during, and after test administration. Understanding of and compliance with each of these steps is vital for a successful NECAP administration. Please read the *Test Administrator Manual* to become familiar with the test administration procedures. Make note of any special arrangements that will be necessary for your students.

Student Participation and Accommodations

Who Should Be Tested

NCLBA makes clear in its title that schools are accountable for all students. The three NECAP states are equally committed to supporting the inclusion of all students in assessment by using elements of universal design in the NECAP tests and by developing alternate assessments for the small percentage of students who cannot participate in the NECAP tests.

All students enrolled in the school as of October 1, 2006 are required to participate in NECAP with the following exceptions:

1. Students who completed the Alternate Assessment for the 2005–2006 school year.
2. Students who are new to the U.S. after October 1, 2005 and are LEP and take the ACCESS test of English language proficiency as scheduled in their states are not required to take the NECAP reading and writing tests. However, these students must take the NECAP mathematics test.
3. Students who have state-approved special considerations. Each state department of education has a process for documenting and approving circumstances that make it impossible or not advisable for a student to participate in state testing. The following table outlines the procedure for each state.

State	Procedure for approval for special considerations	Contact
NH	<ul style="list-style-type: none">▪ Each student MUST be registered with the state▪ A <i>Request for Medical Exemption</i> form must be submitted (available on the NH DOE website)▪ You must receive written permission from the NH DOE▪ Requests are due no later than 10/24/06	Tim Kurtz 603-271-3846
RI	<ul style="list-style-type: none">▪ RI state-approved special considerations are medical reasons, personal crisis, family emergency, and court order▪ You MUST contact RIDE to obtain approval for special consideration exemptions▪ Requests are due no later than 10/24/06	Mary Ann Snider 401-222-8492
VT	<ul style="list-style-type: none">▪ VT state-approved special considerations are medical reasons, personal crisis, family emergency, and court order▪ Contacting the department for approval is not necessary, the Participation Verification form given to schools after assessment will be the basis for approval	Mary-Ann Minardo 802-828-5410

Students who enroll in the school after October 1, 2006 should participate, to the extent possible, in NECAP testing. The test coordinator should determine which sessions of NECAP, if any, have been completed in the student's prior school. The remaining sessions should be administered. Be sure to complete the appropriate box on page 2 of the Student Answer Booklet if the student was unable to participate in all testing sessions.

Determining How Students Will Participate Using Accommodations

The NECAP states have agreed upon a common set of allowable accommodations. Accommodations are available to all students on the basis of individual need regardless of disability status. For detailed information on planning and implementing accommodations, refer to the *Accommodations, Guidelines, and Procedures: Administrator Training Guide* available on each state's department of education website. The Table of Standard Test Accommodations is in Appendix 3 of this manual and is also included in the *Principal/Test Coordinator Manual*.

Decisions regarding accommodations must be made by the student's educational team on an individual basis. Accommodations must be consistent with those used during the student's regular classroom instruction, including test taking.

Other Accommodations

If the decision of the student's educational team requires an accommodation not listed in the Table of Standard Test Accommodations, you must contact your state department of education in advance of testing for specific instructions on encoding the "Other Accommodations (E)" and/or "Modifications (F)" section. (See page i of this manual for contact information.) Any accommodation(s) must be consistent with those used during the student's regular classroom instruction.

Use of an accommodation in the "Modifications (F)" section will invalidate the session(s) in which it was used and no credit will be given. It is important to take this into consideration when choosing whether or not to allow a modification.

Document Accommodations

All accommodations used during any test session must be recorded by authorized school staff on page 2 of the Student Answer Booklet in the "Accommodations Used" section. (A sample page 2 of a Student Answer Booklet is in Appendix 1 of this manual.)

Test Schedule

The testing window for Vermont and New Hampshire is **October 2-24, 2006**. The testing window for Rhode Island is **October 3-24, 2006**. The test coordinator in your school will arrange a testing schedule with you. All testing and makeup testing must be completed by October 24, 2006. Makeup testing may begin immediately following the scheduled administration of a test session. No student should be scheduled for a makeup session prior to the scheduled administration of that test session. Your test coordinator must also schedule testing for any students who require test accommodations that cannot be made during the regular test sessions.

Ideally, each test session should be administered when and where students are most likely to do their best. Test activities include time during the General Instructions session for completing the front cover of the Student Answer Booklet and time at the end of testing for completing the Student Questionnaire. (The Student Questionnaire is optional in Vermont.) For students who are absent on the first day of testing, the front cover of the Student Answer Booklet must have a Student ID Label or be completed prior to administering any part of the test.

Except for makeup sessions, **the test sessions must be taken in the order presented in the student's answer booklet.**

- New Hampshire and Vermont: In schools where students in several classes in the same grade are being tested, all classrooms should take the same test session **simultaneously**.
- Rhode Island: All students at a particular grade level within a **district** must be scheduled to take the same test session **simultaneously**.

Be sure that the test administration sessions do not conflict with regularly scheduled daily activities, such as recess, snack breaks, and lunch. Sufficient time should be allowed for continuous administration of each test session. Please refer to the table on the next page for the reading and mathematics testing schedule information for Grade 3.

NECAP test sessions are designed to be completed in approximately 45 minutes. However, recognizing that students work at different rates, NECAP tests are not strictly timed. Students are allowed up to an additional 45 minutes per session, as long as they are working productively. Therefore, schedule 90 minutes of uninterrupted time for administering each test session. Students who will need beyond 90 minutes must have an extended time accommodation determined prior to testing.

If students complete a test session early, those students may go back and check work in that session of the test **only** or close their answer booklets and sit quietly. Students may not work on any other session of the test. Since some students will finish early, it is important for them to be quietly occupied so they will not disturb those students who require more time.

Testing Schedule Grade 3		
Test Session	Test Activity	Scheduled Time* (in minutes)
General Instructions	Completing Student Information	5
Reading Session 1	Directions	5
	Testing (14 multiple-choice & 3 constructed-response)	90
Reading Session 2	Directions	5
	Testing (14 multiple-choice & 3 constructed-response)	90
Reading Session 3	Directions	5
	Testing (14 multiple-choice & 3 constructed-response)	90
Mathematics Session 1	Directions	5
	Testing — Non-Calculator (12 multiple-choice & 11 short-answer)	90
Mathematics Session 2	Directions	5
	Testing (16 multiple-choice & 8 short-answer)	90
Mathematics Session 3	Directions	5
	Testing (16 multiple-choice & 7 short-answer)	90
Student Questionnaire	Questionnaire	20
*Although 90 minutes are scheduled for each session, during last year's testing the vast majority of students finished in 75 minutes or less.		

Test Materials

Inventory Test Materials

In addition to this manual, you will receive Student Answer Booklets, Mathematics Tool Kits, and rulers for the group of students you will be testing. Your test coordinator will provide you with the correct number of test materials for the group of students assigned to you. When you receive the test materials from your test coordinator, check to make sure you have the correct number of each piece of material. If you find any discrepancies, see your test coordinator.

Preparing Student Test and Answer Booklets for Testing

Student Answer Booklets are shrink-wrapped in packs of 15, 10, 5, and as singles. The quantity in each pack is indicated by a label on the top of the pack. Shrink-wrapped packs may be split to accommodate the number of students in any one testing group within a grade level at the school. Each pack contains a mix of test forms — do not reorder the test forms.

A variety of barcodes appear on the Student Answer Booklets. These are used by Measured Progress to assist in tracking and accounting for the return of the booklets.

Grade 3

- For students enrolled in your school with Student ID Labels, ensure that a label has been affixed to the front cover of the Student Answer Booklet in the space provided.
- For students enrolled in your school without Student ID Labels, ensure that the student name, district name, and school name have been written in the space provided. If your test coordinator ordered additional labels, affix them in the space provided when they arrive. If no additional labels are anticipated, you must ensure that the appropriate student information is bubbled in on the front cover and page 2 of the Student Answer Booklet. (See page 21 for details.)

Preparing Students and the Test Site

It is important that you let your students know what to expect. Hopefully, at this point you and your students have had the opportunity to work with the *NECAP Released Items and Support Materials*, your students have taken the NECAP Practice Tests, and you have reviewed the information in the document entitled *Preparing Students for NECAP: Tips for Teachers to Share with Students*. Your students should be supported and encouraged to do their best during the testing period. Communicate to them that all of the students may not be able to answer all of the questions. Also, ask your students to relax and try their best; although the test may be challenging, it should be interesting.

Reference materials, including those on the classroom walls, should not be used by students. All reference materials (printed or attached) on student desks should be removed or covered. Any displayed materials in the classroom that interfere with proper test administration are not permitted. It is not possible to list all classroom materials that may potentially create an advantage or disadvantage for students during testing; if in doubt, remove or cover the materials, or reposition students' desks so the materials cannot be viewed. If there are any questions, see your test coordinator.

To prepare your students and the test site for the assessment you should:

- identify a secure location for storing test materials between test sessions;
- notify students in advance of testing and request that they bring two #2 pencils to every test session;
- obtain scratch paper and extra #2 pencils;
- ensure that calculators are available in accordance with your school's decision regarding calculator use on the test (See page 16 of the *Principal/Test Coordinator Manual* for additional information on calculator policy);
- ensure that NECAP Multiplication Tables and NECAP Hundreds Charts are available in accordance with your school's decision to use them;
- ensure that there are not any displayed materials in the classroom or on student desks that would interfere with proper test administration;
- encourage students to bring something to read if they finish a test session early; and
- discuss plans for the use and implementation of accommodations for the students you will be testing.

Just prior to testing, please

- check your test materials to be sure you have enough for the students you will be testing;
- check your test materials to identify any defective materials;
- contact your test coordinator for any required additional materials;
- review the session scripts that you will read to students during testing;
- acquire one Student Answer Booklet to use as a visual aid while you read the directions;
- arrange test materials for each session so that you will be able to distribute them to students quickly;
- confirm that you have all of the necessary supplies for the test session;
- post a "TESTING—PLEASE DO NOT DISTURB" sign on the classroom door; and
- instruct students to clear their desks of books and other materials not needed for the assessment.

During Testing

Test Administration

The following pages detail the procedures to be followed for each session of the test. To ensure a consistent and accurate test administration, a “script” (material to read aloud to students) is provided for each session. The script text is printed in bold type inside of shaded boxes. Directions to you within the scripts are in regular type inside of parentheses. Read the scripts exactly as they are written.

Directions to the students should only take a few minutes so that most of the students’ time can be spent answering questions. Be sure that students clearly understand all of the directions before you begin testing. During each part of the test, walk around the room and check that students are working in the correct session, turning pages when necessary, marking answers in the proper places, and are not spending too much time on any one item. Students should be reminded to take the task seriously.

Test administrators may not comment on students’ work. Test administrators may not help students in any way except during the General Instructions, Student Questionnaire, or as specified in the *Test Administrator Manual*. Under no circumstances are students to be prompted to revise, edit, or complete any test questions during or after testing.

General Instructions

Estimated Time: 5 Minutes

Materials Needed: Student Answer Booklets and #2 pencils.

1. Distribute one Student Answer Booklet to each student. Ensure that each student receives the correct booklet according to the Student ID Label or the name written on the front cover. Each student must have his or her own test materials. Tell students that they cannot open their booklet until they are instructed to do so.
2. Say to the students:

During the next few days, you will be tested in reading and mathematics. Your principal and teachers will use the information from this test to help plan your school's program. You will receive your results after the test has been scored. This test may be different from other tests you have taken. You may not be able to answer every question, but it is important that you read each one carefully and do your best. Do not open the booklets I gave you until I tell you what to do.

Please look at the front cover of your Student Answer Booklet. If a Student ID Label is on your booklet, check that the label has *your* name and our school name on it. If your booklet does not have a Student ID Label, please make sure *your* name and our school name are written on the lines on the bottom right corner of the cover. Please raise your hand if you have the wrong booklet. (Ensure that all students have the correct booklet.) During all of the test sessions, you must use a #2 pencil to write and to mark your answers. If you do not have a #2 pencil, please raise your hand. (Supply a #2 pencil to students who need one.)

3. Say to the students:

Now look in the upper left corner of your Student Answer Booklet. You will see examples of the right and wrong ways to mark your answers to the multiple-choice questions. Make sure you completely darken in the circle when you mark your answers in the Student Answer Booklet. Also, be sure you completely erase any marks you wish to change. Also, do not make any stray marks on this Student Answer Booklet. (Pause.) Do you have any questions? (Answer any questions.)

4. If you are not going on to Reading – Session 1 immediately, collect the Student Answer Booklets and store them in a secure place until the next scheduled part of the test.

Reading — Session 1

Estimated Time: 45 Minutes
(Up to 45 minutes additional time may be allowed)

Materials needed: Student Answer Booklets, scratch paper, and #2 pencils.

NOTE: Dictionaries, textbooks, thesauruses, etc. **are not** allowed during any part of this session.

1. Return the Student Answer Booklets to students. Each student must have his or her original test materials. Distribute scratch paper to all students and instruct them to write their names on it. Distribute #2 pencils to students who need them.
2. Say to the students:

You are now going to start Session 1 of the reading test. In this session, you will read two passages and answer seventeen questions. Some of the questions may be hard for you to answer, but it is important that you do your best. If you are not sure of the answer to a question, you should make your best guess. Answer the multiple-choice questions by filling in the circle next to the best answer. Plan your written answers so they fit only inside the answer spaces in your Student Answer Booklet. You may use your scratch paper to plan your answers and make notes, but only what you write in the answer spaces in your Student Answer Booklet will be scored. Does anyone have any questions? (Answer any questions students have about the directions.)

3. Say to the students:

Open your Student Answer Booklet to page 3. The top of the page is labeled "Reading – Session 1." It will probably take you about 45 minutes to read the passages and answer the test questions in this session of the test, but you can have more time if you want it. Please stop when you come to the stop sign at the end of this session. You may reread any passage or review your answers to the test questions in this session of the test, but you may not go forward to work on any other sessions. Are there any questions? (Answer any questions students have about the directions.) When you finish, insert your scratch paper into your Student Answer Booklet. Please sit quietly and read until everyone is finished. You may begin.

4. Circulate and check to make sure all students are on the correct page in their Student Answer Booklet and are recording their answers in the appropriate answer spaces.
5. Students should be allowed to continue working up to 90 minutes as long as the students are working productively. You may decide to end the session at any point during the extended time if all students have completed the session. Ensure that students who have finished sit quietly so they will not disturb those students who require more time.
6. If you are not going on to Reading – Session 2 immediately, collect all test materials, including scratch paper, and store them in a secure place until the next scheduled session of the test.

Reading — Session 2

Estimated Time: 45 Minutes
(Up to 45 minutes additional time may be allowed)

Materials needed: Student Answer Booklets, scratch paper, and #2 pencils.

NOTE: Dictionaries, textbooks, thesauruses, etc. **are not** allowed during any part of this session.

1. Return the Student Answer Booklets to students. Each student must have his or her original test materials. Distribute additional scratch paper to students, if needed, and instruct them to write their names on it. Distribute #2 pencils to students who need them.
2. Say to the students:

You are now going to start Session 2 of the reading test. In this session, you will read two passages and answer seventeen questions. Some of the questions may be hard for you to answer, but it is important that you do your best. If you are not sure of the answer to a question, you should make your best guess. Answer the multiple-choice questions by filling in the circle next to the best answer. Plan your written answers so they fit only inside the answer spaces in your Student Answer Booklet. You may use your scratch paper to plan your answers and make notes, but only what you write in the answer spaces in your Student Answer Booklet will be scored. Does anyone have any questions? (Answer any questions students have about the directions.)

3. Say to the students:

Open your Student Answer Booklet to page 14. The top of the page is labeled “Reading – Session 2.” It will probably take you about 45 minutes to read the passages and answer the questions in this session of the test, but you can have more time if you want it. Please stop when you come to the stop sign at the end of this session. You may reread any passage or review your answers in this session of the test, but you may not go forward or go back to work on any other sessions. Are there any questions? (Answer any questions students have about the directions.) When you finish, insert your scratch paper into your Student Answer Booklet. Please sit quietly and read until everyone is finished. You may begin.

4. Circulate and check to make sure all students are on the correct page in their Student Answer Booklet and are recording their answers in the appropriate answer spaces.
5. Students should be allowed to continue working up to 90 minutes as long as the students are working productively. You may decide to end the session at any point during the extended time if all students have completed the session. Ensure that students who have finished sit quietly so they will not disturb those students who require more time.
6. If you are not going on to Reading – Session 3 immediately, collect all test materials and store them in a secure place until the next scheduled session of the test.

Reading — Session 3

Estimated Time: 45 Minutes
(Up to 45 minutes additional time may be allowed)

Materials needed: Student Answer Booklets, scratch paper, and #2 pencils.

NOTE: Dictionaries, textbooks, thesauruses, etc. **are not** allowed during any part of this session.

1. Return the Student Answer Booklets to students. Each student must have his or her original test materials. Distribute additional scratch paper to students, if needed, and instruct them to write their names on it. Distribute #2 pencils to students who need them.
2. Say to the students:

You are now going to start Session 3 of the reading test. In this session, you will read two passages and answer seventeen questions. Some of the questions may be hard for you to answer, but it is important that you do your best. If you are not sure of the answer to a question, you should make your best guess. Answer the multiple-choice questions by filling in the circle next to the best answer. Plan your written answers so they fit only inside the answer spaces in your Student Answer Booklet. You may use your scratch paper to plan your answers and make notes, but only what you write in the answer spaces in your Student Answer Booklet will be scored. Does anyone have any questions? (Answer any questions students have about the directions.)

3. Say to the students:

Open your Student Answer Booklet to page 26. The top of the page is labeled “Reading – Session 3”. It will probably take you about 45 minutes to read the passages and answer the questions in this session of the test, but you can have more time if you want it. Please stop when you come to the stop sign at the end of this session. You may reread any passage or review your answers in this session of the test, but you may not go forward or go back to work on any other sessions. Are there any questions? (Answer any questions students have about the directions.) **When you finish, remove all scratch paper from your booklet and place it on top of your Student Answer Booklet. Please sit quietly and read until everyone is finished. You may begin.**

4. Circulate and check to make sure all students are on the correct page in their Student Answer Booklet and are recording their answers in the appropriate answer spaces.
5. Students should be allowed to continue working up to 90 minutes as long as the students are working productively. You may decide to end the session at any point during the extended time if all students have completed the session. Ensure that students who have finished sit quietly so they will not disturb those students who require more time.
6. If you are not going on to Mathematics – Session 1 immediately, collect all test materials and store them in a secure place until the next scheduled session of the test. Make sure all scratch paper is removed from the booklets. Keep all used scratch paper in a secure place until test materials are returned to your test coordinator.

Mathematics — Session 1

Estimated Time: 45 Minutes

Materials needed: Student Answer Booklets, scratch paper, and #2 pencils.

NOTE: Use of rulers, calculators, Mathematics Tool Kit pieces, NECAP Multiplication Tables, and NECAP Hundreds Charts is **not** permitted during Session 1 of the mathematics test.

1. Return the Student Answer Booklets to students. Each student must have his or her original test materials. Distribute scratch paper to all students and instruct them to write their names on it. Distribute #2 pencils to students who need them.
2. Say to the students:

You are now going to start Session 1 of the mathematics test. In this session, you will answer twenty-three questions. Some of the questions may be hard for you to answer, but it is important that you do your best. If you are not sure of the answer to a question, you should make your best guess. Answer the multiple-choice questions by filling in the circle next to the best answer. Plan your written answers so they fit only in the answer spaces in your Student Answer Booklet.

You may use your scratch paper to plan your answers and make notes, but only what you write in the answer spaces in your Student Answer Booklet will be scored. Some questions have more than one part. Try to answer all of the parts. If you are asked to explain or show how you know, be sure to copy all of your work from the scratch paper into your Student Answer Booklet. Does anyone have any questions? (Answer any questions the students have about the directions.)

3. Say to the students:

Open your Student Answer Booklet to page 40. The top of the page is labeled “Mathematics – Session 1”. It will probably take you about 45 minutes to answer the questions in this session of the test, but you can have more time if you want it. Please stop when you come to the stop sign at the end of this session. You may review your answers to the questions in this session of the test, but you may not go forward or go back to work on any other sessions.

If you get stuck on a word, I can read the word to you. I cannot read numbers, mathematics symbols, or a whole question to you. If you want help reading a word, raise your hand. (Pronounce the word to students who asked for assistance. Do not define the word or help the students in any other way.) Are there any questions? (Answer any questions the students have about the directions.) When you finish, insert your scratch paper into your Student Answer Booklet. Please sit quietly and read until everyone is finished. You may begin.

4. Circulate and check to make sure all students are on the correct page in their Student Answer Booklet and are recording their answers in the appropriate answer spaces.
5. Students should be allowed to continue working up to 90 minutes as long as the students are working productively. You may decide to end the session at any point during the extended time if all students have completed the session. Ensure that students who have finished sit quietly so they will not disturb those students who require more time.
6. If you are not going on to Mathematics – Session 2 immediately, collect all test materials and store them in a secure place until the next scheduled session of the test.

Mathematics — Session 2

Estimated Time: 45 Minutes

(Up to 45 minutes additional time may be allowed)

Materials needed: Student Answer Booklets, Mathematics Tool Kits (in white envelopes), rulers, calculators, NECAP Multiplication Tables and NECAP Hundreds Charts, scratch paper, and #2 pencils.

NOTE: Use of Mathematics Tool Kits, rulers, and calculators is permitted during Session 2 of the mathematics test. Students may use their own calculators or those supplied by the school, if the school has decided to allow the use of calculators. Calculators with “QWERTY” keyboards **are not** permitted. NECAP Multiplication Tables and NECAP Hundreds Charts may also be used in this session if the school has decided to allow their use.

1. Return the Student Answer Booklets to students. Each student must have his or her original test materials. Distribute a ruler and Mathematics Tool Kit envelope to each student. Distribute calculators, NECAP Multiplication Tables, and NECAP Hundreds Charts to students if your school has decided to allow their use on the test. Distribute additional scratch paper to students, if needed, and instruct students to write their names on it. Distribute #2 pencils to students who need them.
2. Say to the students:

You are now going to start Session 2 of the mathematics test. In this session, you will answer twenty-four questions. Some of the questions may be hard for you to answer, but it is important that you do your best. If you are not sure of the answer to a question, you should make your best guess. Answer the multiple-choice questions by filling in the circle next to the best answer. Plan your written answers so they fit only in the answer spaces in your Student Answer Booklet.

Beside some test questions you will see a small picture of an envelope. The envelope is a reminder for you to use the shapes in your Mathematics Tool Kit envelope to help you answer the question. You may use your scratch paper to plan your answers and make notes, but only what you write in the answer spaces in your Student Answer Booklet will be scored. Some questions have more than one part. Try to answer all of the parts. If you are asked to explain or show how you know, be sure to copy all of your work from the scratch paper into your Student Answer Booklet. Does anyone have any questions? (Answer any questions the students have about the directions.)

3. Say to the students:

Open your Student Answer Booklet to page 54. The top of the page is labeled “Mathematics – Session 2.” It will probably take you 45 minutes to answer the questions in this session of the test, but you can have more time if you want it. Please stop when you come to the stop sign at the end of this session. You may review your answers in this session of the test, but you may not go forward or go back to work on any other sessions.

If you get stuck on a word, I can read the word to you. I cannot read numbers, mathematics symbols, or a whole question to you. If you want help reading a word, raise your hand. (Pronounce the word to students who ask for assistance. Do not define the word or help the students in any other way.) Are there any questions? (Answer any questions the students have about the directions.) When you finish, insert all of your materials into your Student Answer Booklet. Please sit quietly and read until everyone is finished. You may begin.

4. Circulate and check to make sure all students are on the correct page in their Student Answer Booklet and are recording their answers in the appropriate answer spaces.
5. Students should be allowed to continue working up to 90 minutes as long as the students are working productively. You may decide to end the session at any point during the extended time if all students have completed the session. Ensure that students who have finished sit quietly so they will not disturb those students who require more time.
6. If you are not going on to Mathematics – Session 3 immediately, collect all test materials and store them in a secure place until the next scheduled session of the test.

Mathematics — Session 3

Estimated Time: 45 Minutes

(Up to 45 minutes additional time may be allowed)

Materials needed: Student Answer Booklets, Mathematics Tool Kits (in white envelopes), rulers, calculators, NECAP Multiplication Tables and NECAP Hundreds Charts, scratch paper, and #2 pencils.

NOTE: Use of Mathematics Tool Kits, rulers, and calculators is permitted during Session 3 of the mathematics test. Students may use their own calculators or those supplied by the school, if the school has decided to allow the use of calculators. Calculators with “QWERTY” keyboards **are not** permitted. NECAP Multiplication Tables and NECAP Hundreds Charts may also be used in this session if the school has decided to allow their use.

1. Return the Student Answer Booklets to students. Each student must have his or her original test materials. Distribute a ruler and Mathematics Tool Kit envelope to each student. Distribute calculators, NECAP Multiplication Tables, and NECAP Hundreds Charts to students if your school has decided to allow their use on the test. Distribute additional scratch paper to students, if needed, and instruct students to write their names on it. Distribute #2 pencils to students who need them.
2. Say to the students:

You are now going to start Session 3 of the mathematics test. In this session, you will answer twenty-three questions. Some of the questions may be hard for you to answer, but it is important that you do your best. If you are not sure of the answer to a question, you should make your best guess. Answer the multiple-choice questions by filling in the circle next to the best answer. Plan your written answers so they fit only in the answer spaces in your Student Answer Booklet.

Beside some test questions you will see a small picture of an envelope. The envelope is a reminder for you to use the shapes in your Mathematics Tool Kit envelope to help you answer the question. You may use your scratch paper to plan your answers and make notes, but only what you write in the answer spaces in your Student Answer Booklet will be scored. Some questions have more than one part. Try to answer all of the parts. If you are asked to explain or show how you know, be sure to copy all of your work from the scratch paper into your Student Answer Booklet. Does anyone have any questions? (Answer any questions the students have about the directions.)

3. Say to the students:

Open your Student Answer Booklet to page 68. The top of the page is labeled “Mathematics – Session 3.” It will probably take you about 45 minutes to answer the questions in this session of the test, but you can have more time if you want it. Please stop when you come to the stop sign at the end of this session. You may review your answers in this session of the test, but you may not go back to work on any other sessions.

If you get stuck on a word, I can read the word to you. I cannot read numbers, mathematics symbols, or a whole question to you. If you want help reading a word, raise your hand. (Pronounce the word to students who ask for assistance. Do not define the word or help the students in any other way.) **Are there any questions?** (Answer any questions the students have about the directions.) **When you finish, remove all scratch paper from your booklet. Place your scratch paper and all other materials on top of your Student Answer Booklet. Please sit quietly and read until everyone is finished. You may begin.**

4. Circulate and check to make sure all students are on the correct page in their Student Answer Booklet and are recording their answers in the appropriate answer spaces.
5. Students should be allowed to continue working up to 90 minutes as long as the students are working productively. You may decide to end the session at any point during the extended time if all students have completed the session. Ensure that students who have finished sit quietly so they will not disturb those students who require more time.
6. If you are going on to the Student Questionnaire immediately, collect all the test materials except for the Student Answer Booklets and store them in a secure place until you are ready to return them to your test coordinator. If you are not going on to the Student Questionnaire immediately, collect all test materials and store them in a secure place. Make sure all scratch paper is removed from the booklets. Keep all used scratch paper in a secure place until test materials are returned to the test coordinator.

Student Questionnaire

Estimated Time: 20 Minutes

Materials needed: Student Questionnaires, Student Answer Booklets, and #2 pencils.

Note: The Student Questionnaire is optional in Vermont.

1. If the Student Answer Booklets were collected after Session 3 of the mathematics test, return them to the students. Each student must have his or her original test materials. Distribute #2 pencils to students who need them. Distribute a Student Questionnaire to each student.
2. Say to the students:

You are now going to complete the Student Questionnaire. The questions will ask you about different things related to school. There are no right or wrong answers to these questions, so you should mark the answers that are true for you. Please mark your answers to the questions from the Student Questionnaire in your Student Answer Booklet on page 83 in the box labeled “Student Questionnaire.” There are 36 answer spaces, but only 29 questions. Be sure to mark your answers in the correct spaces and leave the last 7 answer spaces blank. If you do not feel comfortable answering a question, leave it blank. If you need help reading or answering any questions, please raise your hand. Are there any questions? (Answer any questions students might have.) You may begin.

3. Circulate and check to make sure all students are on the correct page in their Student Answer Booklet and are recording their answers in the appropriate answer spaces. Help students read and answer questions, if necessary.
4. After students complete the Student Questionnaire, collect all test materials and store them in a secure place until you are ready to return them to your test coordinator.

After Testing

Completing Student Information on Student Answer Booklets

After testing is finished, test administrators or authorized school personnel must verify that all of the required student information has been provided in every Student Answer Booklet for each student enrolled, whether or not the student has a Student ID Label. For students without a label, check with your test coordinator to see if any additional labels were ordered for those students.

Use the instructions below to verify that necessary student information has been provided on the front cover and page 2 of all Student Answer Booklets being returned for your students.

For all students WITH Student ID Labels verify that:

- Student ID Labels have been properly affixed in the lower right corner of the front cover of the Student Answer Booklets,
- accommodation information has been completed on page 2 of the Student Answer Booklets for every student who used an accommodation(s) during testing (see Appendix 3 for Table of Standard Test Accommodations),
- a reason why a Student Answer Booklet is being returned blank in one or more sessions in a content area is bubbled on page 2 of the Student Answer Booklet, if applicable,
- the Homeschooled field has been completed on page 2 of the Student Answer Booklet, if applicable, and
- the Optional Reports field has been completed, if applicable. (Check with your test coordinator to see if this field is being used in your school.)

For all students WITHOUT Student ID Labels verify that:

- the appropriate information on the front cover has been completed. The information should be written in the spaces provided with the corresponding circles below bubbled in to match the letters/numbers.
- the appropriate student demographic information, located in the box on the right-hand column at the top of page 2 of the Student Answer Booklet, has been completed. A complete set of instructions for completing these fields is in Appendix 2 of this manual. The table below outlines the student information required by each state.

State	Required on the Student Answer Booklet for students without a label	
	Page 1	Page 2
NH	Student name, state assigned student ID, and birth date	No student demographic information is required
RI	Student name, state assigned student ID, and birth date	Gender, Primary race/ethnicity, LEP, IEP, SES, Migrant, 504 Plan, Title 1A
VT	Student name and birth date	Gender, primary race/ethnicity, LEP, IEP, SES, Migrant

This information must be filled out by authorized school personnel directly onto the Student Answer Booklet for each student without a label after testing has concluded.

- accommodation information has been completed on page 2 of the Student Answer Booklets for every student who used an accommodation(s) during testing (see Appendix 3 for Table of Standard Test Accommodations),

- a reason why a Student Answer Booklet is being returned blank in one or more sessions in a content area is bubbled on page 2 of the Student Answer Booklet, if applicable,
- the Homeschooled field has been completed on page 2 of the Student Answer Booklet, if applicable, and
- the Optional Reports field has been completed, if applicable. (Check with your test coordinator to see if this field is being used in your school.)

Preparing Special Materials

All non-standard student generated responses must be transcribed by a test administrator or authorized school personnel into a regular Student Answer Booklet. This includes all student responses in a large-print or Braille test booklet and any accommodation in section D of the Table of Standard Test Accommodations. The work the student generated AND the Student Answer Booklet that contains the transcription must be returned to your test coordinator.

Special Handling is used for any Student Answer Booklet that is non-standard. You must attach an explanatory note to each booklet. Examples include, but are not limited to,

- torn booklets,
- responses written in anything other than #2 pencil,
- booklets that are damaged or got wet during testing
- any booklet with computer generated responses accompanying it.

If you have any questions about what to return in Special Handling or how to handle Braille and large-print booklets, please see your test coordinator.

Inventory and Prepare Test Materials for Delivery to Test Coordinator

1. Collect and review all of the test materials that were assigned to you.
2. Confirm that Student ID Labels have been placed in the space provided on the Student Answer Booklets.
3. For each student without a label, confirm that the front cover and page 2 of the Student Answer Booklet have been completed accurately and appropriately.
4. Confirm that all accommodations have been correctly marked on page 2 of the Student Answer Booklets for all students who used an accommodation(s) during testing.
5. Be sure that you are submitting a Student Answer Booklet for every student assigned to you.
6. Remove all scratch paper from the Student Answer Booklets.
7. Verify that no extra pages or materials have been inserted, stapled, taped, pasted, or otherwise attached to the Student Answer Booklets.
8. Confirm that students did not use ballpoint pen, felt-tip pen, or hard or colored pencils to mark their answers in the Student Answer Booklets. Responses written with these instruments will not be scanned or scored correctly.
9. Ensure that the Student Answer Booklets are in good condition and are free of eraser bits, and that erasures have been made completely.
10. Sort any materials needing special handling. Attach an explanatory note to each booklet.
11. Ensure that all used large-print and Braille forms of the test have been transcribed into a regular Student Answer Booklet. Place these materials on top of the Special Handling materials.
12. Place all test materials in a stack in the following order from top to bottom:

TOP OF STACK
Answer sheet for the <i>Test Administrator Questionnaire</i>
Large-Print Test Booklets (if applicable)
Braille Test Booklets (if applicable)
Student Answer Booklets requiring special handling (if applicable)
Student Answer Booklets
Scratch paper
All unused student test materials
BOTTOM OF STACK

The following items **DO NOT** need to be returned:

- Mathematics Tool Kits
- rulers
- NECAP Multiplication Table
- NECAP Hundreds Chart
- *Student Questionnaires* (students answered in their Student Answer Booklets)
- *Test Administrator Questionnaires* (return the completed answer sheet)
- *Test Administrator Manuals*

13. Return the stack of test materials to your school's test coordinator.

**THANK YOU VERY MUCH FOR YOUR HELP IN ADMINISTERING THE
NEW ENGLAND COMMON ASSESSMENT PROGRAM.**

Appendix 1: Page 2 of Student Answer Booklet

STUDENT PROGRAM PARTICIPATION INFORMATION

Applicable information is to be completed after testing by a teacher/staff person for every enrolled student. Please refer to the Principal/Test Coordinator Manual or the Test Administrator Manual for more information.

ACCOMMODATIONS USED			
	READING	MATHEMATICS	WRITING
A-1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A-2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A-3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A-4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A-5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A-6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A-7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A-8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A-9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B-1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B-2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B-3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C-1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C-2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C-3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C-4	NA	<input type="radio"/>	<input type="radio"/>
C-5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C-6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C-7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C-8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C-9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C-10	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C-11	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C-12	NA	<input type="radio"/>	<input type="radio"/>
C-13	NA	<input type="radio"/>	NA
D-1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D-2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D-3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D-4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D-5	<input type="radio"/>	<input type="radio"/>	NA
D-6	<input type="radio"/>	<input type="radio"/>	NA
E-1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E-2	NA	NA	<input type="radio"/>
F-1	NA	<input type="radio"/>	NA
F-2	<input type="radio"/>	NA	NA
F-3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

COMPLETE THE INFORMATION BELOW FOR EVERY STUDENT WITHOUT A LABEL, IF APPLICABLE.

GENDER

☐ Female ☐ Male

PRIMARY RACE / ETHNICITY

- ☐ American Indian or Alaskan Native
☐ Asian
☐ Black or African American
☐ Hispanic or Latino
☐ Native Hawaiian or Pacific Islander
☐ White

LEP

- ☐ Currently receiving LEP services
☐ Former LEP student - monitoring year 1
☐ Former LEP student - monitoring year 2

IEP

☐ Yes

SES

☐ Yes

Migrant

☐ Yes

504 Plan

☐ Yes

TITLE 1A

☐ Yes

Student Answer Booklet is being returned blank in one or more sessions in a content area for the following reason:

READING MATH WRITING

- ☐ ☐ ☐ Student completed Alternate Assessment for the 2005–06 school year.
☐ NA ☐ Student is new to U.S. after Oct. 1, 2005, and is LEP (reading and writing only).
☐ ☐ ☐ Student withdrew from school after Oct. 1, 2006.
☐ ☐ ☐ Student enrolled in school after Oct. 1, 2006.
☐ ☐ ☐ State-approved special consideration.
☐ ☐ ☐ Student was enrolled on Oct. 1, 2006, and did not complete test for reasons other than those listed above.

HOMESCHOOLED

☐ Yes

OPTIONAL REPORTS

Identify the appropriate code number:

- A** ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩
B ⑪ ⑫ ⑬ ⑭ ⑮ ⑯ ⑰ ⑱ ⑲ ⑳
C ㉑ ㉒ ㉓ ㉔ ㉕ ㉖ ㉗ ㉘ ㉙ ㉚
D ㉛ ㉜ ㉝ ㉞ ㉟ ㊱ ㊲ ㊳ ㊴ ㊵
E ㊶ ㊷ ㊸ ㊹ ㊺ ㊻ ㊼ ㊽ ㊾ ㊿
F ㊿ ㊿ ㊿ ㊿ ㊿ ㊿ ㊿ ㊿ ㊿ ㊿

Appendix 2: Instructions for Completing Student Information on Student Answer Booklets

Test administrators or authorized school personnel are responsible for properly affixing Student ID Labels in the appropriate space provided on the Student Answer Booklets. For students who do not have a Student ID Label available for them, test administrators or authorized school personnel are responsible for completing the student information on the front cover and page 2 of the Student Answer Booklets.

Use the instructions below to complete the student information sections located on the front cover and page 2 of the Student Answer Booklets.

Front Cover (for students without a Student ID Label)

Student Name

Write in the student's last name, first name, and middle initial in the spaces provided and then bubble in the corresponding circles below that match those letters.

State Assigned Student ID (NH and RI only)

Write in the student's state assigned student ID number in the spaces provided and then bubble in the corresponding circles below that match those numbers.

Birth Date

Bubble in the month of the student's birthday. Write the number of the day and year the student was born in the spaces provided and then bubble in the corresponding circles below that match those numbers.

Page 2 (This information must be completed after testing has concluded.)

Accommodations Used

If the student used any accommodation(s) listed in the Table of Standard Test Accommodations in Appendix 3 of this manual, bubble in the circle that corresponds to the accommodation(s) for each content area.

Reason for Return of Blank Student Answer Booklet

If a student's Student Answer Booklet is being returned blank in one or more sessions in a content area, bubble in the circle next to the most appropriate reason available.

Homeschooled

Bubble in the circle if the student is a homeschooled student and not enrolled in the school.

Optional Reports

If your school chooses to use this field, bubble in the circles according to the school's key. Only one circle per row may be bubbled in. See your test coordinator for more details on using this field.

For students in Rhode Island and Vermont, the following information must be provided on page 2 of the Student Answer Booklet for any student who does not have a Student ID Label. **This information should be provided after testing in accordance with applicable state and federal regulations governing confidentiality.**

Gender

Bubble in the circle that corresponds to the student's gender.

Primary Race / Ethnicity

Bubble in the circle that corresponds to the student's primary ethnicity.

LEP

Bubble in the circle that corresponds to the student's LEP status, if applicable.

IEP

Bubble in the circle if the student has an Individual Education Plan.

SES

Bubble in the circle if the student is eligible for Free or Reduced Price Meals consistent with USDA National School Lunch Program regulations.

Migrant

Bubble in the circle if the student is classified as Migrant.

504 Plan (RI only)

Bubble in the circle if the student has a 504 Plan.

Title 1A (RI only)

Bubble in the circle if the student participated in the Title 1A program this year.

Appendix 3: Table of Standard Test Accommodations

Table of Standard Test Accommodations

Any accommodation(s) utilized for the assessment of individual students shall be the result of a formal or informal team decision made at the local level. Accommodations are available to all students on the basis of individual need, regardless of disability status.

A. Alternative Settings

- A-1 Administer the test individually in a separate location
- A-2 Administer the test to a small group in a separate location
- A-3 Administer the test in locations with minimal distractions (e.g., study carrel or different room from rest of class)
- A-4 Preferential seating (e.g., front of room)
- A-5 Provide special acoustics
- A-6 Provide special lighting or furniture
- A-7 Administer the test with special education personnel
- A-8 Administer the test with other school personnel known to the student
- A-9 Administer the test with school personnel at a non-school setting

B. Scheduling and Timing

- B-1 Administer the test at the time of day that takes into account the student's medical needs or learning style
- B-2 Allow short, supervised breaks during testing
- B-3 Allow extended time, beyond what is recommended, until in the administrator's judgment, the student can no longer sustain the activity

C. Presentation Formats

- C-1 Braille
- C-2 Large-print version
- C-3 Sign directions to student
- C-4 Read test aloud to student (Mathematics and Session 1 Writing only) ¹
- C-5 Student reads test aloud to self
- C-6 Translate directions into other language
- C-7 Underline key information in directions
- C-8 Visual magnification devices
- C-9 Reduction of visual print by blocking or other techniques
- C-10 Acetate shield
- C-11 Auditory amplification device or noise buffers
- C-12 Word-to-word translation dictionary, non-electronic with no definitions (For ELL students in Mathematics and Writing only)
- C-13 Abacus use for student with severe visual impairment or blindness (Mathematics - Any Session)

D. Response Formats

- D-1 Student writes using word processor, typewriter, or computer. ² (School personnel transcribes student responses exactly as written, into the Student Answer Booklet.)
- D-2 Student hand writes responses on separate paper. (School personnel transcribes student responses exactly as written, into the Student Answer Booklet.)
- D-3 Student writes using Braille. (School personnel transcribes student responses exactly as written, into the Student Answer Booklet.)
- D-4 Student indicates response to multiple-choice items. (School personnel records student responses into the Student Answer Booklet.)
- D-5 Student dictates constructed responses (Reading and Mathematics only) to school personnel. (School personnel transcribes student responses exactly as dictated, into the Student Answer Booklet.)
- D-6 Student dictates constructed responses (Reading and Mathematics only) using assistive technology. (School personnel transcribes student responses exactly as written, into the Student Answer Booklet.)

If an accommodation that is not listed above is needed for a student, please contact the state personnel for accommodations to discuss it.

E. Other Accommodations ³

- E-1 Accommodations team requested other accommodation not on list and DOE approved as comparable
- E-2 Scribing the Writing Test (only for students requiring special consideration)

F. Modifications ⁴

- F-1 Using a calculator and/or manipulatives on Session 1 of the Mathematics Test
- F-2 Reading the Reading Test
- F-3 Other

1. Reading the Reading Test to the student invalidates all reading sessions.
2. Spell and grammar checks must be turned off. This accommodation is intended for unique individual needs, not an entire class.
3. Test coordinators must obtain approval for the accommodation from the Department of Education prior to test administration.
4. All affected sessions using these modifications are counted as incorrect.

